

Survey and Analysis of Teacher Salary Trends 2004



A Union of Professionals



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Survey and Analysis of Teacher Salary Trends, 2004

Foreword

For more than 20 years, this survey has served as a reference for AFT state federations and local unions in developing salary comparisons and formulating policy. AFT affiliates use the survey's information to consider trends, establish the position of members relative to other professions and to make comparisons among states and localities. The data also are a source of information for policymakers and researchers nationwide.

This year's report focuses on trends in teacher compensation. In the past 10 years, the value of the average teacher salary has increased by just over \$1,000, or \$101 per year. This is far less than the average increase in private sector salaries. For every new dollar in real private sector pay during this period, the average teacher salary has gone up only 18 cents. It is no wonder that one in every three teachers who leaves the profession within the first 10 years of service cites low salaries as a reason.

The survey also contains data on teacher pay by state, beginning teacher pay, and the underlying issues in public finance that need to be considered when examining teacher pay.

We are grateful to the various state agencies that provided information and suggestions for this report. In the few areas where AFT has had to make estimates, we are grateful to the AFT affiliates that supplied information and data. In particular, our thanks go to the Rhode Island Federation of Teachers and Health Professionals, the United Teachers of Wichita and also the Kansas National Education Association. We also want to thank the staff of the Bureau of Labor Statistics for their help. This assistance notwithstanding, all information reported is the responsibility of the authors.

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Overview

In 2003-04, teachers, just like most American workers, were feeling the effects of the nation's slow recovery from recession. Although the average teacher salary of \$46,597 was 2.2 percent higher than it had been the year before, teacher salaries did not keep pace with inflation for the first time since 2000. Salaries also grew at a slower rate than the economy and at a slower rate than earnings in the private sector. Some states bucked at least one of these trends, but the overall result for the year was a step backward for the financial status of the teaching profession.

An unprecedented state fiscal crisis and a slack labor market help explain some of these findings. But the 2003-04 results are not isolated events. Instead, they are part of a 10-year trend that includes not just the recession, but also the boom years of the late 1990s, in which teacher salaries not only lost ground compared to those of other workers but also made scant gains against inflation. Because teachers lost ground in the bad times, but to a great extent did not share in the good times, the financial status of the teaching profession in the U.S. economy has eroded.

Teacher quality is an issue that has captured the attention of education reformers of all stripes, and the AFT supports an ambitious agenda to improve teacher quality.¹ This agenda includes using pay in new and different ways to create fair systems to reward teachers who take on new roles and responsibilities as well as to attract teachers to the schools where they are needed most and to retain these teachers.

But it will be impossible to both attract and retain teachers if the teaching profession cannot provide salaries that are competitive with other professions, particularly those requiring comparable education. In fact, results from the most recent edition of the Department of Education's *Schools and Staffing Survey* indicate that one of every three teachers who leaves the profession before reaching 10 years of experience cites salaries as a reason for departing.²

This AFT report, the *Survey and Analysis of Teacher Salary Trends 2004*, documents the changing state of teacher compensation. The report includes analysis of overall trends, beginning teacher salaries, and state comparisons. We also take a look at the factors in public finance that might explain current trends and point to future compensation issues. The report is based on a survey of state education agencies regarding beginning and average teacher salaries in each of the 50 states and outlying areas. A variety of other data sources are used to place these salaries into context,

¹ See AFT convention resolution "Professional Compensation for Teachers," adopted July 2002, and reprinted in *Where We Stand: Teacher Quality*. <http://www.aft.org/pubs-reports/downloads/teachers/TQres.pdf>

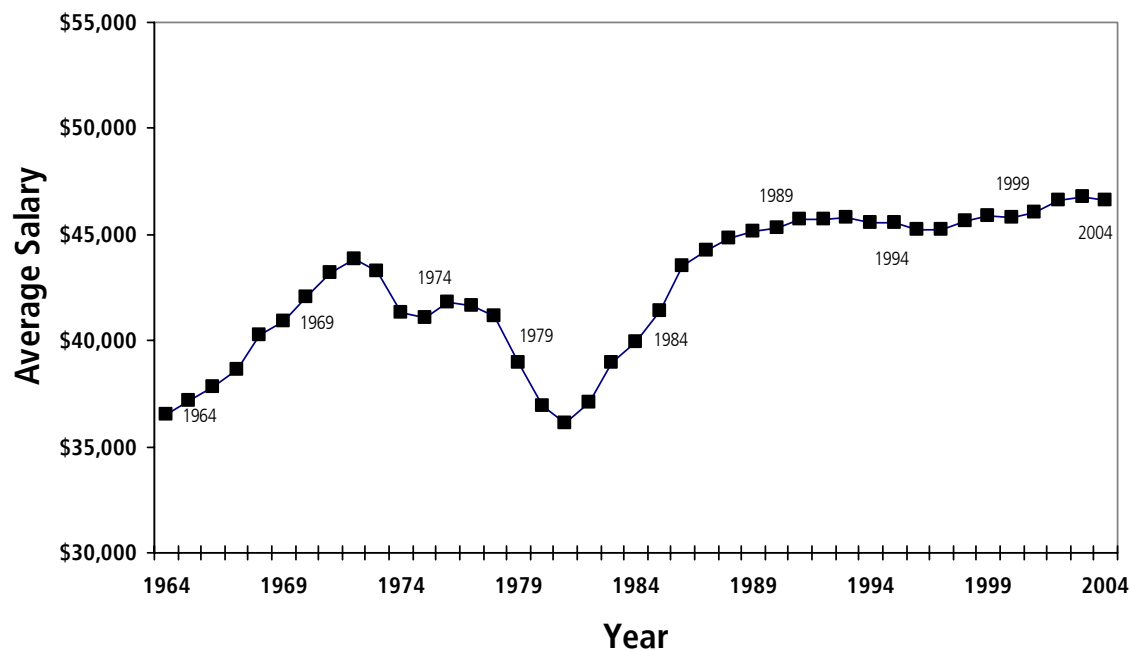
² *Teacher Attrition and Mobility: Results from the Teacher Follow-up Survey, 2000-01*. Table 7. <http://nces.ed.gov/pubs2004/2004301.pdf>.

including data from the U.S. Bureau of Labor Statistics and the U.S. Bureau of Economic Analysis. A set of appendices is included that provides comprehensive data for each of the 50 states and for national trends over time. These appendices also include technical notes on the different analyses and comparisons used in the report.

Trends

In 1964, teachers in the United States were paid an average of \$5,995 per year. Once inflation is controlled for, this salary is equal to \$36,531 in 2004 dollars. In the four decades spanning 1964 and 2004, teachers have gained \$10,066 in buying power, or \$251 per year. But some years were better than others. During the economic slowdowns of the 1970s and early 1980s, teacher salaries, despite nominal increases in the double digits, did not keep pace with inflation. The two best periods came in the prosperous years immediately following the expansion of collective bargaining in the 1960s and in the recovery from the recession of the early 1980s. In each of these periods, real salaries for teachers went up more than 2 percent annually.³ Between 1984 and 1989, teachers saw a real increase in mean salary that averaged \$1,039 per year. This is more than the total increase in average teacher salary from 1994 to 2004.

³ As used here, “real salaries” are adjusted by the Consumer Price Index to reflect 2004 values.

Figure 1: Real Teacher Salaries Are Flat

Sources: Consumer Price Index (all urban consumers, not seasonally adjusted), Bureau of Labor Statistics. <http://www.bls.gov/cpi/home.htm>. American Federation of Teachers, annual survey of state departments of education, various years.

Over the last 10 years, the total increase in average teacher salary has been just \$1,011. The average annual gain in this period has been just \$101 per year. Average compensation in some states did increase substantially. But in other states, teachers lost ground. Table 1 shows the distribution of real teacher salary changes across the states. Detailed state-by-state rankings are included in Appendix II, State Comparisons.

Table 1: Annualized Changes in Real Average Teacher Salary 1993-94 to 2003-04

	Growth of \$400 or more per year	Growth of \$1 to \$399 per year	Decline of \$1 to \$399 per year	Decline of \$400 or more per year	Total
States	6	22	17	5	50

Source: American Federation of Teachers, annual survey of state departments of education, various years.

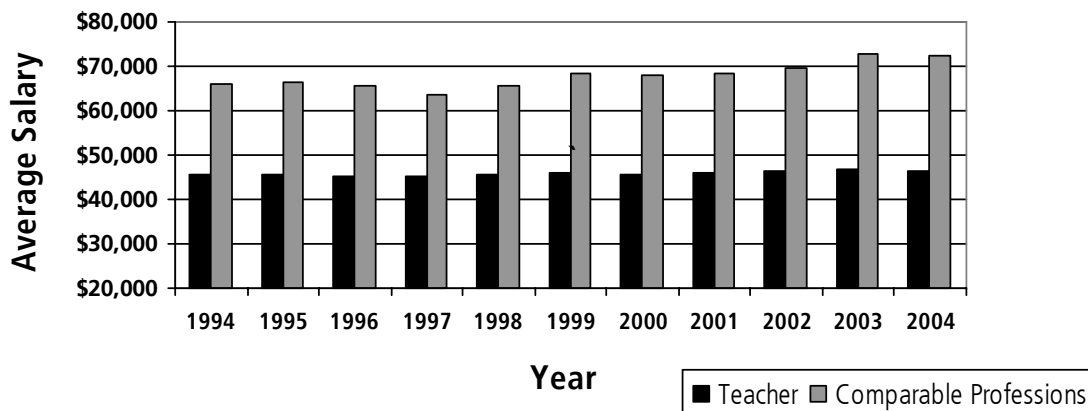
Comparisons to Other Professions

The AFT traditionally uses compensation for other white-collar professional workers, including accountants, buyers, attorneys, systems analysts, engineers and professors, as a benchmark for analyzing changes in teacher pay.⁴ Each of these professions traditionally has been paid more than teachers. But the gaps have widened substantially in the last 10 years. In that time, teachers have had a real salary gain of 2.2 percent overall. Even in the professions with the lowest percentage increases, systems analysts and assistant professor, the gains have been at twice the teachers' rate. The professions that had the largest increases, buyer and full professor, each gained 14 percent. Teachers started the 10-year period behind each of these professions, and they finished even further behind. In Figure 2, the change in real teacher pay over the decade is compared to a change in a composite average salary for all of these professions.⁵ Changes for each individual profession are shown in Table 2. Thus, attorneys' salaries rose an average of \$82,254 to \$89,989 during a time when teachers' salaries went from \$45,586 to \$46,597.

⁴ The Economic Policy Institute compares teacher pay to a set of professions that includes accountants and computer programmers, but also includes nurses, labor relations specialists, clergy and others. The institute finds that teachers' wages lag behind comparable professions by a substantial degree. See Sylvia Allegretto, Sean Corcoran and Larry Mishel. *How Does Teacher Pay Compare?* EPI, Washington, D.C. 2004.

⁵ This is not a weighted average, but simply an average of the average salary for these professions.

Figure 2: Real Teacher Pay vs. Comparable Professions



Sources: National Survey of Professional, Administrative, Technical and Clerical Pay, U.S. Department of Labor. National Compensation Survey, U.S. Department of Labor. American Association of University Professors, Academie. American Federation of Teachers, annual survey of state departments of education, various years.

Some researchers question the validity of comparing teacher salaries to those of other professions because teachers traditionally have a shorter work year. While there is a gap in annual hours worked, evidence indicates that this gap is smaller than often thought.⁶ The number of hours teachers work appears to be growing substantially. For example, in 1991 teachers spent 46.3 hours per week in work-related activity. In 2000, they spent 49.8 hours per week working. While the work-year difference between teachers and other professions might explain the underlying gap in pay, it cannot explain why these gaps are growing. In 1994, for every \$1 an accountant made, a teacher made only 90 cents. But, between 1993-94 and 2003-04, for every real \$1 increase in accountant pay, teacher pay rose only 19 cents. And for every real \$1 increase in attorney pay, teacher pay increased only 13 cents.

⁶ This discussion draws heavily on *How Does Teacher Pay Compare?* Sylvia Allegretto, Sean Corcoran and Lawrence Mishel, Chapter 3.

Table 2: Comparison of Teacher Pay to Other Professions 1993-94 to 2003-04

Profession	1994 Salary (in 2004 Dollars)	2004 Salary	Real Increases
Full Professor	\$ 82,672	\$ 94,606	14.4%
Buyer	\$ 56,869	\$ 64,813	14.0%
Accountant	\$ 50,837	\$ 56,102	10.4%
Attorney	\$ 82,254	\$ 89,989	9.4%
Engineer	\$ 71,848	\$ 78,023	8.6%
Computer Systems Analyst	\$ 69,528	\$ 73,269	5.4%
Assistant Professor	\$ 47,442	\$ 49,795	5.0%
Teacher	\$ 45,586	\$ 46,597	2.2%

Sources: National Survey of Professional, Administrative, Technical and Clerical Pay. U.S. Department of Labor. National Compensation Survey. U.S. Department of Labor. American Association of University Professors, Academie. American Federation of Teachers, annual survey of state departments of education, various years.

General Comparisons to the Private Sector

The comparison of teaching to other professions is important because it focuses on jobs that require a commensurate degree of education. While teaching has traditionally lagged behind these other professional jobs, it has held a privileged place compared to all private sector work. When compared to the average earnings of all private sector workers in 1994, average teacher pay was worth 136 percent of private sector compensation. But the relative position of teacher compensation eroded during the next 10 years. In 2004, average teacher pay was worth 119 percent of private sector compensation.

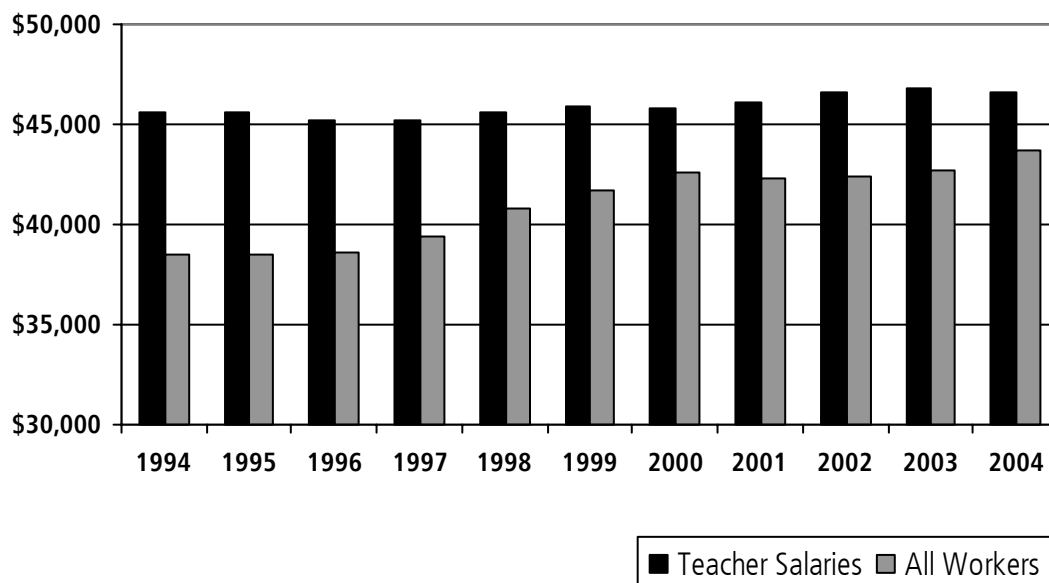
Teachers went from earning \$1.36 for every dollar in private sector compensation, to earning \$1.19. For every new real dollar gained in the private sector in this time, teachers gained only 18 cents. It is unclear what is causing this broad-based trend. Real growth in teacher salaries was proportionally more than that of private sector workers in just 9 states. In 22 states, teacher salaries grew at just pennies on the dollar for private sector workers. In another 19 states, there was a negative relationship. As private sector workers made ground in these states, teachers saw their buying power decrease.

Other Trends

Two other trends highlight the conclusion that something different is happening to teacher salaries. For the first time since 1982, teacher salaries are less than the average earnings of government workers. And the ratio of teacher pay to per capita gross domestic product (GDP) is the smallest it has been since the AFT has been analyzing these data. This is one of the more complicated measures used in our survey. Per

capita GDP is derived by dividing the sum of GDP by the total population, not just paid workers. Although it is not a measure of income per worker, it provides a useful way to compare trends in teacher salaries to trends in overall economic growth. In the 1960s, teacher salaries were equal to 170 percent of per capita GDP. Almost every year since then, that ratio has declined. And in 2004, the average teacher salary was just 117 percent of per capita GDP. Between 1994 and 2004, the economy has grown 16 percent on a real per capita basis, but teacher pay has grown just 2.2 percent. The economy is growing at almost eight times the rate of teacher pay. No matter the cause of these trends, they will affect both recruitment and retention of qualified teachers that will have ramifications for the teacher workforce over the next three decades.

Figure 3: Real Wages for Teachers and All Workers



Sources: Quarterly Census of Employment and Wages, Bureau of Labor Statistics. <http://www.stats.bls.gov/cew/home.htm>. American Federation of Teachers, annual survey of state departments of education, various years.

Benefits

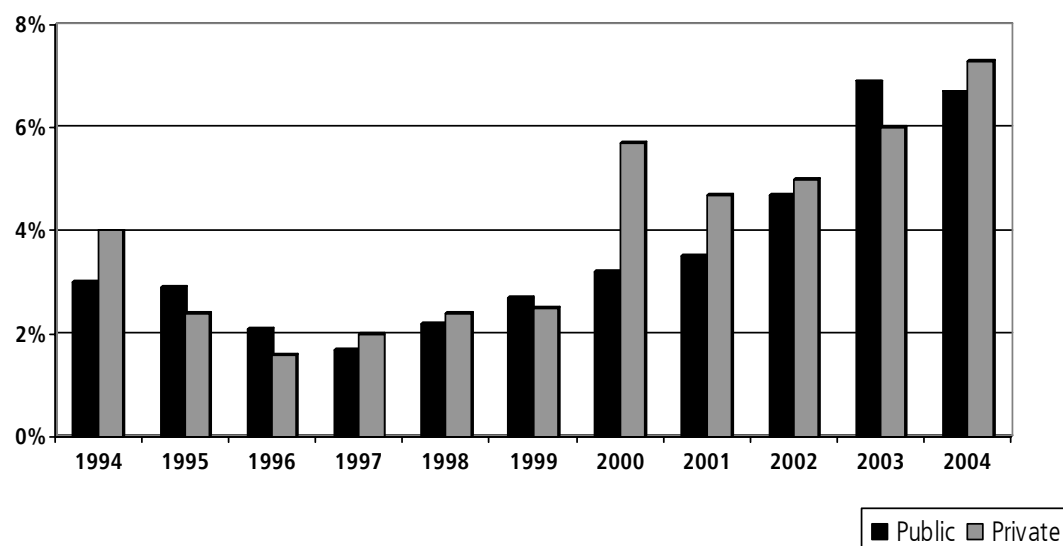
One possible explanation for the lackluster performance of teacher salaries is that funds have been diverted to keep pace with the burgeoning cost of benefits. Because public sector employees generally enjoy better health and retirement benefits than workers in the private sector, this would seem a likely explanation at first. But there is more to the benefits question than meets the eye.

Teachers do have better benefits than nonprofessional workers, but benefits, as a percentage of payroll, are quite close to those of other professionals. In 2002, health

and pension benefits were 13.5 percent of total compensation for teachers and 11.3 percent of total compensation for all professionals. Moreover, once it is taken into account that teachers earn less than other professionals, the actual value of the benefits paid to teachers and other professionals moves into line. In fact, the Economic Policy Institute estimates that the absolute value of teacher benefit packages may be less than that of other professionals.⁷

Further, evidence indicates that teacher benefits are growing at a slower rate than private sector benefits. Over the past 10 years, according to the Bureau of Labor Statistics, the percentage increase in private sector benefit costs was greater than the increase in the public sector.⁸ Although it is likely that rising health insurance costs have caused less money to go into salaries, it is not clear that this is the case for teachers more than other workers.

Figure 4: Percentage Increase in Public and Private Sector Benefits, 1994-2004



Source: Seasonally Adjusted Benefits for All Workers in Public and Private Sector, Employment Cost Index. Bureau of Labor Statistics. <http://www.bls.gov/ncs/ect/home.htm>.

Experience

In 2004, the average beginning teacher salary was \$31,704, and the average teacher salary was \$46,597. The difference between the two is \$14,893. The average experience is estimated at 14.8 years. If we assume that average experience tracks with average pay, then the value of a year of experience is \$1,006. In 1994, the inflation-adjusted

⁷ *How Does Teacher Pay Compare?* Sylvia Allegretto, Sean Corcoran and Lawrence Mishel, Chapter 4.

⁸ Bureau of Labor Statistics. Employment Cost Index. Comparison of Changes in Seasonally Adjusted Benefits for All Workers in Public and Private Sector. <http://www.bls.gov/ncs/ect/home.htm>.

value of a year of experience was \$1,030. The real value of a year of experience declined ever so slightly in the past 10 years. At the same time, the real value of the beginning teacher salary increased.

Between 1994 and 2004, the average experience of teachers declined from 15.5 years to 14.8 years. A less experienced teaching force may provide a partial reason for slack in pay. But it is very easy to overstate this case. Given that the value of one year's experience is \$1,006, one can estimate that if teachers had the same experience in 2004 as in 1994, then average pay would be \$704 more, changing the real 10-year gain in teacher salaries from \$1,039 to \$1,715 and the average annual gain to \$172 per year. However, this estimation likely overstates the effect caused by declining experience. For example, it might be that the pool of dollars for compensation is relatively fixed, particularly during periods of fiscal constraint. If so, then a more experienced teaching force would have meant less money to increase beginning teacher salaries, resulting not in an overall average pay increase but in a higher experience premium and similar average pay.

A better perspective on the effect of declining experience on teacher pay is a comparison to 1988, the last year that teachers had 14.8 years of experience. The real average salary then was \$44,823. Between 1988 and 2004, the real increase in average teacher pay was \$1,774 or \$111 per year. This comparison provides strong evidence that experience is not the cause of the weak growth in teacher salaries as compared to the salaries of other workers.

Beginning Teacher Salaries

Between 2002-03 and 2003-04, the beginning teacher salary rose from \$31,351 to \$31,704, just 1.1 percent. Rising inflation meant that the real buying power of beginning teachers, on average, fell by more than 1 percent, or \$484. Beginning teacher salaries have generally been doing better than average teacher salaries over the past 10 years, and they match up better in some comparisons to private sector wages. Nonetheless, beginning teacher salaries still are losing ground, but more slowly than the average teacher salaries.

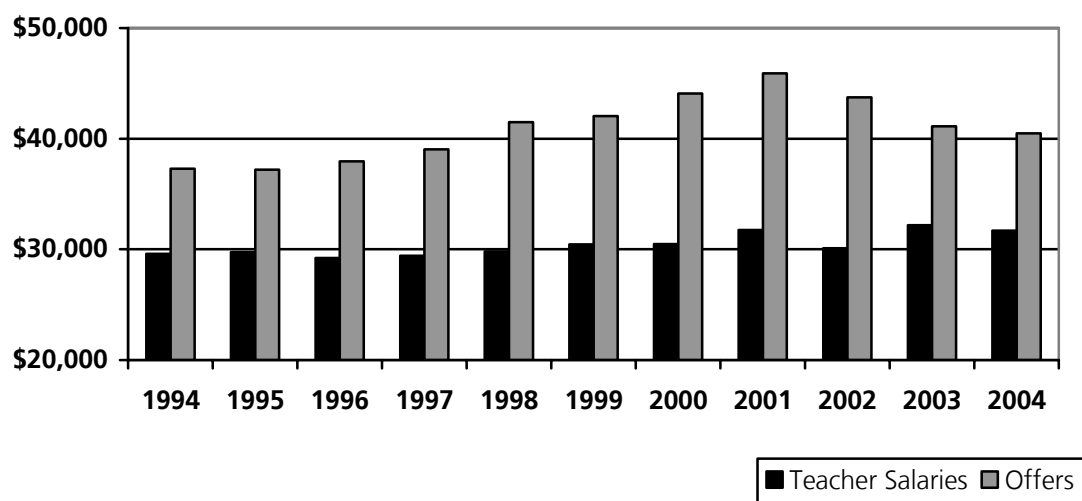
In the past decade, the average beginning salaries have risen at a greater rate than have average teacher salaries, going from an inflation-adjusted \$29,611 in 1994, to \$31,704 in 2004, a real increase of 7 percent, or \$209 per year. Despite faring better than the average teacher compensation, beginning salaries are not keeping pace with overall private sector compensation trends. For every new real dollar in overall private sector earnings in the last decade, beginning teacher salaries have risen by just 38 cents.

Beginning Salaries and the College Job Market

Comparisons of beginning teacher salaries to statistics for average compensation of all workers (both experienced and inexperienced) provides a good sense of overall trends. But a better comparison is to the salaries other college students are offered. The National Association of Colleges and Employers conducts an annual survey on these job offers.⁹ Traditionally, offers to college graduates are substantially higher than average beginning teacher salaries, and 2003-04 was no different. In 2004, the average job offer made to college graduates who were not education majors was \$40,472, or \$8,768 more than the beginning teacher salary.

During the late 1990s, the gap between offers to non-education majors and offers to beginning teacher's grew substantially. This was the result of large increases in salary offers to other graduates. However, when the economy worsened, real offers to other graduates fell markedly. Between their peak in 2001 and 2004, the real value of job offers to non-education majors fell by more than \$5,000, while the real value of beginning teacher salaries fell by less than \$40.

Figure 5: Real Beginning Teacher Salary and College Graduate Job Offers



Sources: National Association of Colleges and Employers, Salary Survey, various years. American Federation of Teachers, annual survey of state departments of education, various years.

Even accounting for this, since 1994, the net gap between salary offers to graduates and beginning teacher salaries expanded slightly. In 1994, offers made to non-education majors were 26 percent higher than average beginning teacher salaries. In 2004, they were 28 percent higher.

⁹ National Association of Colleges and Employers. *Salary Survey September 2004: A Study of 2003-04 Beginning Offers,* "and *Salary Survey September 1994: A Study of 1993-94 Beginning Offers.*

Trends in Public Finance

One of the factors affecting teacher salary is the condition of public finance in the United States. Funding for U.S. public education is derived primarily from state and local dollars, with some federal funds and a relatively small amount of private support. Both the amount of funding available and the competing demands for these dollars are factors that affect education funding and teacher salaries.

Federal Budget Pressures

The federal government provides 8.5 percent of the funding for K-12 education in the United States.¹⁰ A string of tax cuts, starting in 2001, shrunk federal revenues in nominal terms for three straight years. In real terms, the loss was higher. Budget deficits and increased national debt are the result. Although there were increases in federal education support in the first two years of implementation of the No Child Left Behind Act, the overall budget situation means that federal funding for K-12 education is likely to become scarcer in the decade ahead.

Although there has been an increase in federal revenue collections in the past year, this does not mean that the budget deficit is under control. According to the Office of Management and Budget, federal revenues in 2005 are *\$91 billion below* the level at which they were projected to be following enactment of the 2001 tax cuts.¹¹ The potential for further tax changes, particularly as the alternative minimum tax begins to affect more middle-income families, means that there will be even more pressure on federal revenues in the days ahead.

State Finances

Starting in summer 2001, states experienced a period of fiscal crisis more severe than any experienced since World War II. In the 2003 fiscal year, state legislative agencies reported having to close budget gaps of \$79 billion. In 2004, they faced gaps of \$84 billion.¹² Given that in 2003, state governments had general expenditures of \$1.16 trillion, states had to close budget gaps of more than 7 percent. About 35 percent of state spending is on education at all levels, and state revenues account for 48 percent of school district spending. So, the fiscal crisis had serious and direct consequences for K-12 education funding.¹³

¹⁰ National Center for Education Statistics. 2005. *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002–03*. <http://nces.ed.gov/ccd/pubs/npefs03/findings.asp>.

¹¹ Horney, James and Richard Cogan. 2005. *OMB'S Mid-Session Review: Does An Increase In Revenues This Year Really Mean Future Deficits Are Under Control?* Center on Budget and Policy Priorities. <http://www.cbpp.org/7-13-05bud.htm>.

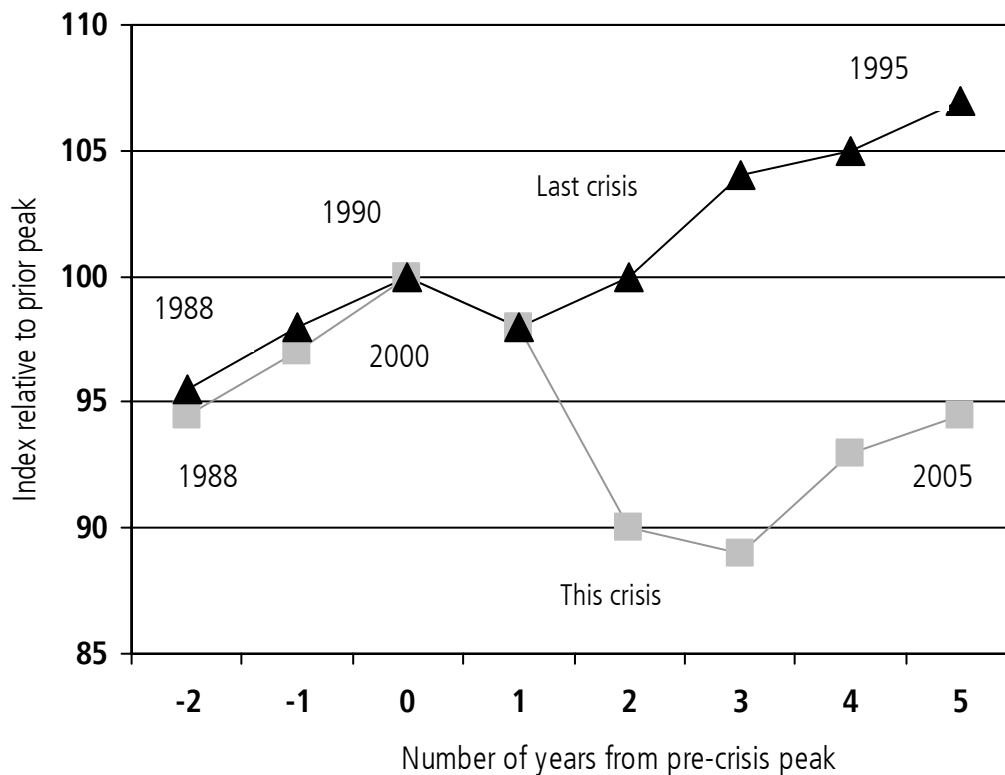
¹² National Conference of State Legislatures. 2004. *State Budget and Tax Actions*.

¹³ U.S. Census Bureau. *State Government Finances, 2003*. <http://www.census.gov/govs/www/state03.html>. Note that 2003 is the most recent data available.

And the fiscal crisis was indeed worse than previous ones. The Rockefeller Institute has compared the 2001 fiscal crisis to the 1991 fiscal downturn by tracking revenue from the peak before the start of the crisis.¹⁴ Real per capita tax revenue in 1991 and 2001 fell by about the same percent. But by 1992, state revenues had returned to the status quo. In 2002, revenues continued to fall. And in 2005, real per capita tax revenue has yet to return to the level it was before the fiscal crisis began.

But the fiscal crisis only explains lackluster gains in teacher salaries in the years since 2001. During the boom years of the late 1990s, when state revenues were growing at unprecedented rates, teacher salaries did not increase at the same rate as private sector compensation. Instead, states made large tax cuts—which directly led to the fiscal crisis. And the 16 states that cut taxes by 7 percent or more during this period report the largest budget deficits.¹⁵

Figure 6: Changes in Real Per Capita State Taxes During 1991 and 2001 Fiscal Crises



¹⁴ Boyd, Donald. 2005. "State Budgets: Recent Trends and Outlook." In *The Book of the States*. 2005. Council on State Government.

¹⁵ Zahradnik, Robert. 2005. *Tax Cuts and Consequences: The States That Cut Taxes the Most During the 1990s Have Suffered Lately*. Center on Budget and Policy Priorities. <http://www.cbpp.org/1-12-05sfp.htm>.

Source: Boyd, Donald. "State Budgets: Recent Trends and Outlook." In *The Book of the States*. 2005. Council on State Government.

The Center on Budget and Policy Priorities recently examined state fiscal systems and found that in the majority of cases, state revenue systems faced structural deficits.¹⁶ This means they were not calibrated to state spending needs and could not be expected to provide a balanced budget. For example, New York state's Division of Budget projects that in just a few years the current revenue system will only be able to provide 87 percent of the funds needed to provide services.

Table 3: State Tax Cuts Since 1995

Fiscal Year	Value of Tax Cuts (\$ billions)
2000	\$7.3
1999	\$7.1
1998	\$7.1
1997	\$2.6
1996	\$4.0

Source. National Conference of State Legislatures, 2000.

The center identified 10 characteristics of a finance system that could lead to such structural deficits. Among the sore thumbs are an overreliance on taxes that grow at a slower rate than the economy, tax systems that do not capture the rapid growth in wealth at the upper-income levels and corporate tax loopholes. Tax policies that cap revenue growth at a lower rate than the increased cost of government services are another factor. Colorado's Taxpayer Bill of Rights and California's Proposition 13 are examples of such policies. Twenty-seven states had at least seven of the characteristics identified by the Center in their finance system.

Recent reports for state revenues are encouraging. In the first quarter of 2005, revenues increased by 11 percent.¹⁷ But anyone concerned with teacher salaries should take heed both of what happened in the last period of booming revenues and of the underlying weaknesses in state and federal finance.

¹⁶ Lav, Iris, Elizabeth McNichol and Robert Zahradnik. 2005. *Faulty Foundations: State Structural Budget Problems and How to Fix Them*. Center on Budget and Policy Priorities. <http://www.cbpp.org/5-17-05sfp.pdf>.

¹⁷ Jenny, Nicholas. 2005. "2005 Opens With Strong State Revenue Growth." June 14, 2005, SRR #60. Rockefeller Institute for Fiscal Studies. http://rfs.rockinst.org/exhibit/9017/Full%20Text/RR_60.pdf.

Appendix I. Data on National Trends in Teacher Salaries

Highlights

- In 2003-04, the average teacher salary increased 2.2 percent, compared to an inflation rate of 2.7 percent. This is the fifth year in the last 20 years and the 13th year in the last 40 that teacher salaries did not keep pace with inflation. See Table I-1.
- After adjusting for inflation, the 2003-04 average teacher salary of \$46,597 is \$10,000 above the average 1963-64 salary of \$36,531, over that span. Teachers have gained \$252 a year on average. But since 1993-94, the average salary is up just \$1,011, a real increase of only \$101 per year. See Table I-1.
- Since 1988, there has been only one year, 2001-02, when teacher salaries have outpaced inflation by more than 1 percent. See Table I-1.
- Teacher salaries have not kept pace with the growth in per capita gross domestic product. In 1964, the ratio stood at 1.73. This means that teacher salaries were 73 percent higher than per capita GDP. In 2004, they were 17 percent higher. See Table I-1.
- In 2004, the average teacher salary was below the average salary for government workers for the first time since 1982. Ten years ago, teachers earned 7 percent more than the average for government workers. See Table I-2.
- The average teacher in 2003-04 had an estimated 14.8 years of experience. This is the lowest average experience since 1988. In the early 1990s, teachers averaged about 15.5 years of experience. The value of one year of experience is \$1,006. The real value for a year of experience has remained essentially the same over the last 10 years, declining from \$1,031 to \$1,006. See Table I-3 and Technical Notes below.
- Salaries in other white-collar occupations remain high compared to salaries of teachers—ranging from twice as much for a full professor at a public doctoral-granting university to 7 percent more for an assistant professor at a public comprehensive university. See Table I-4.
- Since 1994, real salaries for other white-collar professionals have risen at a greater rate than for teachers. The largest increase is for full professors at 14 percent. The smallest increase in a comparable profession was assistant professor at a comprehensive public university, which gained 24 percent. Teachers gained 2 percent. See Table I-4.

Technical Notes

Trends in Teacher Salaries Adjusted for Work Experience. More teaching experience is related to higher teaching salaries. In 2003-04, the average teacher had an estimated 14.8 years of experience—down slightly from previous years. See Table I-3. We estimate an experience premium by first assuming that it takes the average number of years of service to reach the average salary. We then take the difference between the beginning teacher salary and the average teacher salary and divide by the average years of service. This estimated experience premium was \$1,006 in 2004. The experience adjustments for salaries in other years are made by generating the difference in experience in a given year and 2004 and multiplying that difference by \$1,006.

Average Teacher Salaries Compared to Selected White-Collar Occupations. The job categories shown in the tables in this section (e.g., accountant or engineer) describe an accountant or engineer who had earnings in the middle of the income distribution for all accountants or engineers. The salary figures in Table I-4 are the average of all people in the particular job type and classification. Some of the decline in earnings in other occupations during the 1980s relative to teachers can be traced to changes in the sample design in 1986 and 1989, which incorporated smaller firms into the sample. Small firms pay lower wages on average. Until 1996, information on accountants, buyers, attorneys and engineers came from the U.S. Department of Labor, *National Survey of Professional, Administrative, Technical and Clerical Pay*, various editions. In each job category, the middle rank is used. For subsequent years, these time series have been updated using data from the *National Compensation Survey* (U.S. Department of Labor, Bureau of Labor Statistics). The level of the job has been chosen to approximate the level of the job as used in the *Survey of Professional, Administrative, Technical and Clerical Pay*. Starting in 1997, the job classifications used are Accountant 9, Attorney 11, Buyer 9, Computer Systems Analyst 10 and Engineer 11. Data from 2004 are estimated by applying the fourth-quarter 12-month change in the *Employment Cost Index for Wages*, from 2003 to 2004. Note that the change in data source does not appear to explain the failure of teacher pay to keep pace. From 1997 to 2004, real teacher pay grew at a slower rate than compensation for these other professions.

**Table I-1: Trends in Teacher Salaries
Compared to Inflation and Gross Domestic Product Per Capita**

	Average Teacher Salary		Consumer Price Index		Average Teacher Salary (2004 Dollars)		Per-Capita Gross Domestic Product		Teacher Salary To Per Capita
	Salary	Change	CPI	Change	Salary	Change	GDP	Change	GDP Ratio
2004	\$ 46,597	2.2%	188.9	2.7%	\$ 46,597	-0.4%	39,921	5.6%	1.17
2003	45,578	2.7%	184.0	2.3%	46,792	0.4%	37,805	3.9%	1.24
2002	44,367	2.7%	179.9	1.6%	46,587	1.1%	36,386	2.5%	1.22
2001	43,187	3.5%	177.1	2.8%	46,064	0.6%	35,491	2.1%	1.22
2000	41,731	3.1%	172.2	3.4%	45,778	-0.2%	34,759	4.8%	1.20
1999	40,475	2.8%	166.6	2.2%	45,893	0.6%	33,181	4.8%	1.22
1998	39,360	2.5%	163.0	1.6%	45,614	0.9%	31,674	4.1%	1.24
1997	38,415	2.3%	160.5	2.3%	45,212	0.0%	30,424	5.0%	1.26
1996	37,564	2.2%	156.9	3.0%	45,225	-0.8%	28,982	4.4%	1.30
1995	36,766	2.8%	152.4	2.8%	45,572	0.0%	27,749	3.4%	1.32
1994	35,764	2.2%	148.2	2.6%	45,586	-0.4%	26,844	4.9%	1.33
1993	35,004	3.2%	144.5	3.0%	45,760	0.2%	25,578	3.7%	1.37
1992	33,927	2.9%	140.3	3.0%	45,679	-0.1%	24,668	4.3%	1.38
1991	32,960	5.1%	136.2	4.2%	45,713	0.9%	23,650	2.0%	1.39
1990	31,347	5.8%	130.7	5.4%	45,306	0.4%	23,195	4.6%	1.35
1989	29,636	5.6%	124.0	4.8%	45,147	0.7%	22,169	6.4%	1.34
1988	28,071	5.5%	118.3	4.1%	44,823	1.3%	20,827	6.7%	1.35
1987	26,615	5.4%	113.6	3.6%	44,257	1.7%	19,517	5.3%	1.36
1986	25,260	7.2%	109.6	1.9%	43,537	5.2%	18,542	4.8%	1.36
1985	23,572	7.3%	107.6	3.6%	41,382	3.6%	17,695	6.4%	1.33
1984	21,974	6.9%	103.9	4.3%	39,951	2.5%	16,638	10.2%	1.32
1983	20,547	8.5%	99.6	3.2%	38,969	5.1%	15,092	7.7%	1.36
1982	18,945	9.1%	96.5	6.2%	37,085	2.8%	14,017	3.1%	1.35
1981	17,364	7.9%	90.9	10.3%	36,084	-2.2%	13,601	11.0%	1.28
1980	16,100	7.5%	82.4	13.5%	36,909	-5.2%	12,249	7.6%	1.31
1979	14,970	5.4%	72.6	11.3%	38,951	-5.4%	11,387	10.5%	1.31
1978	14,207	6.4%	65.2	7.6%	41,161	-1.1%	10,307	11.8%	1.38
1977	13,352	6.0%	60.6	6.5%	41,620	-0.4%	9,219	10.2%	1.45
1976	12,591	7.7%	56.9	5.8%	41,800	1.8%	8,369	10.3%	1.50
1975	11,690	8.5%	53.8	9.1%	41,045	-0.6%	7,586	8.2%	1.54
1974	10,778	5.9%	49.3	11.0%	41,297	-4.6%	7,013	7.5%	1.54
1973	10,176	4.9%	44.4	6.2%	43,294	-1.3%	6,524	10.6%	1.56
1972	9,705	4.7%	41.8	3.2%	43,858	1.4%	5,899	8.7%	1.65
1971	9,269	7.3%	40.5	4.4%	43,232	2.8%	5,427	7.2%	1.71
1970	8,635	8.6%	38.8	5.7%	42,040	2.7%	5,064	4.3%	1.71
1969	7,952	7.1%	36.7	5.5%	40,930	1.6%	4,857	7.1%	1.64
1968	7,423	8.7%	34.8	4.2%	40,293	4.3%	4,533	8.2%	1.64
1967	6,830	5.3%	33.4	3.1%	38,628	2.2%	4,189	4.5%	1.63
1966	6,485	4.7%	32.4	2.9%	37,809	1.8%	4,007	8.3%	1.62
1965	6,195	3.3%	31.5	1.6%	37,150	1.7%	3,700	7.0%	1.67
1964	5,995	4.6%	31.0	1.3%	36,531	3.2%	3,458	6.0%	1.73
1963	5,732	3.9%	30.6	1.3%	35,385	2.6%	3,263	4.0%	1.76
1962	5,515	4.5%	30.2	1.0%	34,496	3.5%	3,139	5.9%	1.76
1961	5,275	5.6%	29.9	1.0%	33,326	4.5%	2,965	1.8%	1.78
1960	4,995	4.1%	29.6	1.7%	31,877	2.4%	2,912	n/a	1.72
1959	4,797	4.9%	29.1	0.7%	31,139	4.2%	n/a	n/a	n/a
1958	4,571	7.8%	28.9	2.8%	29,878	4.8%	n/a	n/a	n/a
1957	4,239	4.5%	28.1	3.3%	28,496	1.2%	n/a	n/a	n/a
1956	4,055	n/a	27.2	n/a	28,161	n/a	n/a	n/a	n/a

Sources: U.S. Bureau of the Census, Historical Statistics, Colonial Times to 1970, series D739-764 and D893-904. National Center for Education Statistics, Digest of Education Statistics, various issues (used to estimate teacher salaries prior to the 1977-78 school year). Bureau of Labor Statistics, Consumer Price Indexes, <http://stats.bls.gov/cpihome.htm>. Bureau of Economic Analysis, GDP and Related Data, www.bea.doc.gov/. American Federation of Teachers annual survey of state departments of education.

**Table I-2: Trends in Teacher Salaries
Compared to the Average Annual Earnings of All Workers and of All Government Workers**

	CPI Change	Mean Annual Earnings (2004 Dollars)						Ratio of Teacher Salary to Salary of:	
		Teachers		All Workers		Government Workers		All Workers	Government Workers
		Avg. Salary	Change	Earnings	Change	Earnings	Change		
2004	2.7%	\$ 46,597	-0.4%	\$ 43,693 *	2.4%	\$ 47,283 *	2.1%	1.07	0.99
2003	2.3%	46,792	0.4%	42,669	0.7%	46,311	1.0%	1.10	1.01
2002	1.6%	46,587	1.1%	42,378	0.2%	45,869	2.1%	1.10	1.02
2001	2.8%	46,064	0.6%	42,310	-0.7%	44,923	0.6%	1.09	1.03
2000	3.4%	45,778	-0.2%	42,613	2.3%	44,664	1.3%	1.07	1.02
1999	2.2%	45,893	0.6%	41,674	2.2%	44,103	1.5%	1.10	1.04
1998	1.6%	45,614	0.9%	40,794	3.5%	43,434	1.8%	1.12	1.05
1997	2.3%	45,212	0.0%	39,416	2.0%	42,657	0.7%	1.15	1.06
1996	3.0%	45,225	-0.8%	38,631	0.4%	42,366	0.0%	1.17	1.07
1995	2.5%	45,572	0.0%	38,467	0.0%	42,362	-0.2%	1.18	1.08
1994	2.7%	45,586	-0.4%	38,464	-0.1%	42,467	0.7%	1.19	1.07
1993	2.7%	45,760	0.2%	38,491	-0.3%	42,176	0.4%	1.19	1.08
1992	2.9%	45,679	-0.1%	38,604	1.9%	42,012	1.5%	1.18	1.09
1991	3.1%	45,713	0.9%	37,899	-0.2%	41,382	1.1%	1.21	1.10
1990	6.1%	45,306	0.4%	37,956	-0.5%	40,945	0.5%	1.19	1.11
1989	4.6%	45,147	0.7%	38,133	-1.6%	40,750	-0.8%	1.18	1.11
1988	4.4%	44,823	1.3%	38,765	0.8%	41,065	0.2%	1.16	1.09
1987	4.4%	44,257	1.7%	38,465	0.7%	40,987	1.0%	1.15	1.08
1986	1.1%	43,537	5.2%	38,206	2.2%	40,567	2.2%	1.14	1.07
1985	3.8%	41,382	3.6%	37,389	1.1%	39,708	1.5%	1.11	1.04
1984	4.1%	39,951	2.5%	36,982	0.4%	39,122	1.4%	1.08	1.02
1983	3.7%	38,969	5.1%	36,820	1.8%	38,571	3.1%	1.06	1.01
1982	3.8%	37,085	2.8%	36,185	1.0%	37,425	1.3%	1.02	0.99
1981	8.9%	36,084	-2.2%	35,839	-1.0%	36,942	-0.1%	1.01	0.98
1980	12.5%	36,909	-5.2%	36,205	-3.3%	36,994	-3.7%	1.02	1.00
1979	13.3%	38,951	-5.4%	37,424	-2.6%	38,422	-4.0%	1.04	1.01
1978	9.0%	41,161	-1.1%	38,435	-0.3%	40,028	-1.2%	1.07	1.03
1977	6.7%	41,620	-0.4%	38,537	0.3%	40,512	-0.1%	1.08	1.03
1976	4.9%	41,800	1.8%	38,437	1.3%	40,567	0.8%	1.09	1.03
1975	6.9%	41,045	-0.6%	37,956	-1.1%	40,228	-1.4%	1.08	1.02
1974	12.3%	41,297	-4.6%	38,359	-3.3%	40,788	-4.6%	1.08	1.01
1973	8.7%	43,294	-1.3%	39,660	-0.2%	42,753	0.2%	1.09	1.01
1972	3.4%	43,858	1.4%	39,723	3.2%	42,682	5.2%	1.10	1.03
1971	3.3%	43,232	2.8%	38,484	2.1%	40,554	3.8%	1.12	1.07
1970	5.6%	42,040	2.7%	37,702	1.4%	39,057	5.2%	1.12	1.08
1969	6.2%	40,930	1.6%	37,198	1.4%	37,131	1.7%	1.10	1.10
1968	4.7%	40,293	4.3%	36,673	2.8%	36,501	4.0%	1.10	1.10
1967	3.0%	38,628	2.2%	35,687	1.0%	35,109	1.6%	1.08	1.10
1966	3.5%	37,809	1.8%	35,325	1.4%	34,563	1.0%	1.07	1.09
1965	1.9%	37,150	1.7%	34,830	1.9%	34,218	2.7%	1.07	1.09
1964	1.0%	36,531	3.2%	34,185	3.6%	33,312	3.7%	1.07	1.10
1963	1.6%	35,385		32,996		32,115		1.07	1.10

* AFT estimate.

Sources: U.S. Bureau of Economic Analysis, The National Income and Product Accounts of the United States, Tables 6.6A to 6.6D. www.bea.gov/bea/dn/nipaweb/Index.asp. American Federation of Teachers, annual survey of state departments of education. 2004 compensation estimates for all workers and government workers are based on the Employment Cost Index, Fourth Quarter 12-month percent change for all civilian and for state and local government employees www.bls.gov/ncs/ect/home.htm.

Table I-3: Trends in Teacher Salaries Related to Teacher Experience

	Public K-12 Teachers		Average Experience	Difference From 2004 Levels	Experience Premium Salary Effect (2002 Dollars)		Average Salary (2004 Dollars)	Adjusted Salary (2004 Experience)
	(Thous.)	Change			Dollars	Percent		
2004	3,066	0.1%	14.8	0.0	\$ 0	0.0%	\$ 46,597	\$ 46,597
2003	3,062	2.1%	14.9	-0.1	(101)	-0.2%	46,792	46,691
2002	2,998	1.5%	14.9	-0.1	(101)	-0.2%	46,587	46,486
2001	2,953	1.6%	15.0	-0.2	(201)	-0.4%	46,064	45,863
2000	2,907	2.9%	15.1	-0.3	(302)	-0.7%	45,778	45,476
1999	2,825	2.9%	15.2	-0.4	(403)	-0.9%	45,893	45,490
1998	2,746	3.0%	15.3	-0.5	(503)	-1.1%	45,614	45,111
1997	2,667	2.7%	15.4	-0.6	(604)	-1.3%	45,212	44,609
1996	2,598	3.8%	15.4	-0.6	(604)	-1.3%	45,225	44,621
1995	2,504	0.0%	15.5	-0.7	(704)	-1.5%	45,572	44,867
1994	2,504	1.8%	15.5	-0.7	(704)	-1.5%	45,586	44,881
1993	2,459	1.1%	15.5	-0.7	(704)	-1.5%	45,760	45,055
1992	2,432	1.4%	15.5	-0.7	(704)	-1.5%	45,679	44,975
1991	2,398	0.3%	15.4	-0.6	(604)	-1.3%	45,713	45,109
1990	2,391	1.5%	15.2	-0.4	(403)	-0.9%	45,306	44,903
1989	2,356	1.4%	15.0	-0.2	(201)	-0.4%	45,147	44,946
1988	2,323	1.9%	14.8	0.0	0	0.0%	44,823	44,823
1987	2,279	1.6%	14.7	0.1	101	0.2%	44,257	44,357
1986	2,244	1.7%	14.6	0.2	201	0.5%	43,537	43,738
1985	2,207	1.8%	14.4	0.4	403	1.0%	41,382	41,785
1984	2,168	2.2%	14.2	0.6	604	1.5%	39,951	40,555
1983	2,121	-0.2%	13.9	0.9	906	2.3%	38,969	39,875
1982	2,125	-2.7%	13.6	1.2	1,208	3.3%	37,085	38,293
1981	2,184	0.0%	13.2	1.6	1,610	4.5%	36,084	37,694
1980	2,183	-1.0%	12.2	2.6	2,616	7.1%	36,909	39,525
1979	2,206	-0.1%	11.5	3.3	3,321	8.5%	38,951	42,272
1978	2,209	1.1%	11.0	3.8	3,824	9.3%	41,161	44,985
1977	2,186	-0.5%	10.5	4.3	4,327	10.4%	41,620	45,947
1976	2,196	1.9%	10.0	4.8	4,830	11.6%	41,800	46,630
1975	2,155	1.0%	10.1	4.7	4,729	11.5%	41,045	45,775
1974	2,133	1.4%	10.3	4.5	4,528	11.0%	41,297	45,826
1973	2,103	1.9%	10.5	4.3	4,327	10.0%	43,294	47,621
1972	2,063	0.4%	10.7	4.1	4,126	9.4%	43,858	47,984
1971	2,055	2.1%	11.0	3.8	3,824	8.8%	43,232	47,056
1970	2,013	4.0%	11.2	3.6	3,623	8.6%	42,040	45,663
1969	1,935	4.3%	11.4	3.4	3,421	8.4%	40,930	44,351
1968	1,855	3.7%	11.6	3.2	3,220	8.0%	40,293	43,513
1967	1,789	4.6%	11.8	3.0	3,019	7.8%	38,628	41,647
1966	1,710	3.8%	12.0	2.8	2,818	7.5%	37,809	40,627
1965	1,648	4.4%	12.2	2.6	2,616	7.0%	37,150	39,767
1964	1,578	4.6%	12.4	2.4	2,415	6.6%	36,531	38,946
1963	1,508	3.2%	12.6	2.2	2,214	6.3%	35,385	37,599
1962	1,461	3.8%	12.8	2.0	2,013	5.8%	34,496	36,509
1961	1,408	n/a	13.0	1.8	1,811	5.4%	33,326	35,137

Sources: Experience data for 1961, 1966, 1971, 1976, 1981, 1986, 1991, 1996 and 2001 from National Education Association, Status of the American Public School Teacher, 1995-96, copyright 1997 by the NEA (All Rights Reserved). Data since 2001 are AFT estimates. Experience data for intervening years are interpolations. K-12 teacher count from U.S. Department of Education, Projection of Education Statistics to 2012, <http://nces.ed.gov/pubs2000/projections>. American Federation of Teachers, annual survey of state departments of education.

**Table I-4: Trends in Teacher Salaries
Compared to the Average Annual Salaries of Selected White-Collar Occupations**

	Average Teacher Salary	Accountant III	Buyer/ Contract Specialist III	Attorney III	Computer Systems Analyst III	Engineer IV	Full Prof. Public Doctoral	Asst. Prof. Public Comprehensive
2004 *	\$ 46,597	\$ 56,102	\$ 64,813	\$ 89,989	\$ 73,269	\$ 78,023	\$ 94,606	\$49,795
2003	45,578	54,787	63,294	87,880	71,552	76,194	92,387	49,086
2002	44,367	52,770	55,765	76,586	68,765	73,379	89,631	47,476
2001	43,187	48,298	53,893	81,786	63,045	72,155	84,007	45,147
2000	41,731	47,486	50,586	78,936	61,984	70,258	82,535	43,362
1999	40,475	46,093	51,022	76,544	60,486	66,728	78,830	41,940
1998	39,360	45,427	53,373	63,565	56,950	62,159	75,150	40,760
1997	38,415	43,014	50,045	58,469	54,205	60,098	72,220	40,170
1996	37,594	42,172	46,592	66,560	57,772	60,684	69,760	39,000
1995	36,766	41,444	45,500	64,948	56,784	59,748	67,560	38,360
1994	35,764	39,884	44,616	64,532	54,548	56,368	64,860	37,220
1993	35,004	38,844	43,056	68,585	54,632	55,328	63,250	36,160
1992	33,927	37,648	41,392	65,884	53,300	53,404	61,950	35,730
1991	32,960	36,919	40,344	61,568	49,993	51,315	60,450	34,460
1990	31,347	35,489	38,385	59,087	47,958	49,365	57,520	32,730
1989	29,636	34,134	37,234	57,172	45,911	47,291	54,240	30,900
1988	28,071	33,028	36,040	55,407	45,093	45,680	51,080	28,380
1987	26,615	32,074	34,818	52,158	43,592	44,360	48,740	27,520
1986	25,260	31,143	33,580	50,119	41,548	42,667	45,600	26,000
1985	23,572	30,037	31,774	47,742	39,633	40,991	42,600	24,400
1984	21,974	28,721	30,610	44,743	38,057	39,005	39,800	23,000
1983	20,547	27,346	29,033	42,271	n/a	36,726	38,200	22,000
1982	18,945	25,673	27,424	39,649	n/a	34,443	35,700	20,800
1981	17,364	23,545	25,196	36,373	n/a	31,352	32,900	19,300
1980	16,100	21,299	22,904	33,034	n/a	28,486	30,100	17,800
1979	14,970	19,468	21,200	29,644	n/a	25,989	28,200	16,600
1978	14,207	18,115	19,590	27,738	n/a	23,972	26,400	15,900
1977	13,352	16,545	18,021	25,460	n/a	22,072	25,200	15,700
1976	12,591	15,428	17,122	24,205	n/a	20,749	24,200	14,600
1975	11,690	14,458	15,995	22,558	n/a	19,443	22,700	13,900
1974	10,778	13,285	14,659	21,082	n/a	17,929	21,600	13,100
1973	10,176	12,472	13,835	19,565	n/a	17,030	20,500	12,500
1972	9,705	11,879	13,117	18,392	n/a	16,159	19,800	11,800
1971	9,269	11,383	12,585	17,509	n/a	15,535	19,200	11,400
1970	8,635	10,686	11,665	16,884	n/a	14,695	18,100	10,800
1969	7,952	10,029	10,942	15,879	n/a	13,893	17,100	10,100
1968	7,423	9,367	10,260	15,283	n/a	13,095	16,100	9,500
1967	6,830	8,879	9,819	14,419	n/a	12,424	15,000	8,600
1966	6,485	8,328	9,252	14,052	n/a	11,784	14,100	8,300
1965	6,195	8,124	n/a	13,644	n/a	11,376	13,200	7,900
1964	5,995	7,908	n/a	12,816	n/a	11,016	12,500	7,700
1963	5,732	7,668	n/a	12,300	n/a	10,728	11,800	7,500
1962	\$5,515	\$7,416	n/a	\$11,844	n/a	\$10,248	n/a	n/a

* 2004 data estimated by applying fourth-quarter 12-month change in the U.S. Bureau of Labor Statistics' Employment Cost Index.

Sources: U.S. Department of Labor, Handbook of Labor Statistics, June 1995. U.S. Department of Labor, National Survey of Professional, Administrative, Technical and Clerical Pay, various editions. U.S. Department of Labor, National Compensation Survey. American Association of University Professors, "Economic Status of the Profession," *Academe*, various editions. American Federation of Teachers, annual, survey of state departments of education.

Appendix II. State Comparisons

This section highlights findings from our annual survey of state departments of education. The tables rank states according to a variety of criteria. Figures and tables follow the highlights below.

Highlights

- Connecticut reported the largest average salary at \$56,516—21 percent above the national average. South Dakota reported the lowest average salary at \$33,236 or just 72.9 percent of the national average. See Table II-1.
- As has been the case in recent surveys, the states in the New England, Mid-Atlantic and Far West regions reported the highest salaries. States in the Plains region reported the lowest salaries. See Table II-2.
- Hawaii had the highest percentage salary increases for 2003-04, at 6.3 percent. Arkansas, Connecticut, Illinois, Montana, Nebraska, New Mexico, North Dakota, New York and Ohio also had salary increases at or above 4 percent. See Table II-3.
- In 28 states, teacher salaries did not keep pace with the 2.7 percent increase in the Consumer Price Index. In 18 states, average teachers salaries had a real decline of more than 1 percent. See Table II-3.
- Between 1993-94 and 2003-04, the average teacher salary increased the most in Georgia (56.9 percent in nominal terms), boosting its national ranking from 40th to 16th. The average teacher salary increased the least in Alaska (6.8 percent) during the past decade. See Table II-4.
- On average, 2003-04 teacher salaries were 19 percent higher than average annual earnings in the private sector. In Rhode Island, teachers made \$1.52 for every \$1 in average private sector earnings, the highest ratio in the nation. In Texas, teachers made \$1.03, the lowest ratio in the nation. See Table II-5.
- In 1993-94, teacher salaries were 36 percent higher than average annual earnings in the private sector. Pennsylvania had the highest ratio, with teachers making \$1.61 for every \$1 in average private sector earnings. Louisiana had the lowest, with teachers making \$1.13 for every \$1 in average private sector earnings. See Table II-6.
- Between 1993-94 and 2003-04, for every real dollar gained in average private sector earnings, teachers have gained 18 cents. Teacher salaries rose at a higher rate than

private sector earnings in only 12 states. In 19 states where teacher salaries have lost ground against inflation, there is a negative relationship. This means that real private sector pay is increasing and real teacher salaries are declining.

Technical Notes

AFT Estimates. When a state is unable to provide data on average teacher salaries, the AFT makes an estimate. This estimate is made using information provided from state education agencies, local union affiliates, or data on change in salary schedules from the state's largest schools districts as detailed by the U.S. Department of Defense as well as information on teacher pay from the Occupational Employment Statistics Survey of the Bureau of Labor Statistics.

National Average. The calculation of the national average is done by weighting the average salary in each state by the number of teachers in the state. Thus, California's 303,968 teachers have more impact in the calculation than Wyoming's 6,503. This year, the survey does not treat the District of Columbia as a state, instead including it with the Virgin Islands, American Samoa and Guam. Washington, D.C., in the past was used to calculate the national average, and so it is still used in that calculation. If Washington, D.C., were included in the state rankings, it would have the highest salary in the nation, but that is somewhat misleading; it would have the 50th highest ranking as compared to private sector earnings. A more apt comparison is to other large school districts. Those data are included in Appendix IV, Teacher Salaries in School Districts Serving the Nation's 50 Largest Cities.

Teacher Salaries Compared to the Average Annual Earnings of Private Sector

Workers. States vary considerably according to their economic condition and the cost of living. Tables II-5 and II-6 compare the average teacher salary to the average annual earnings of all workers in the private sector in a given state. The annual pay data come from Quarterly Census of Employment and Wages.¹⁸ Generally excluded from unemployment insurance are most agriculture workers on small farms, railroad workers, most domestic employees, student workers and the self-employed. This comparison serves as an index to adjust for unique conditions within each state, and to facilitate both interstate comparisons and trend analysis. For the first time, we compare how compensation has changed for private sector workers and teachers. Between 1994 and 2004, real private sector compensation increased by \$5,535 from \$33,592 to \$39,127. The average teacher salary increased by \$1,011 from \$45,586 to \$46,597. So for every new dollar in private sector compensation, average teacher salaries have risen by just 18 cents.

¹⁸ See <http://bls.gov/cew/home.htm>.

The ten year trend compares pay in the 1993-94 school year to 1994 private sector pay and pay in the 2003-04 school year to 2004 private sector pay. Note that the Bureau of Labor Statistics' data on private sector pay for 2004 is listed on the BLS website as "preliminary." For that reason Table II-5 includes the final 2003 BLS data on private sector pay. A comparison from 2003 back to 1993 reveals the same basic trend of a relative decline in the value of teacher pay versus the private sector.

Table II-1: Average Teacher Salary in 2003-04, State Rankings

Rank	State	2003-04 Average Salary	2003-04 FTE* Teachers	Percent of U.S. Average
1	Connecticut	\$56,516	42,003	121.3%
2	California	56,444 a.	303,968	121.1%
3	New York	55,181 b.	219,335	118.4%
4	Rhode Island	54,809 c.	10,042	117.6%
5	Michigan	54,474 c.	78,734 d.	116.9%
6	Illinois	53,820 a.e.	129,964	115.5%
7	New Jersey	53,663	107,643	115.2%
8	Massachusetts	53,274	73,441	114.3%
9	Pennsylvania	52,640	119,889	113.0%
10	Alaska	51,136	7,858	109.7%
11	Delaware	51,122	6,722	109.7%
12	Maryland	50,303	73,049	108.0%
13	Oregon	47,829	26,731	102.6%
14	Ohio	47,791	114,943	102.6%
15	Georgia	45,848	103,106	98.4%
16	Indiana	45,791	59,833	98.3%
17	Hawaii	45,456 a.f.	12,954	97.6%
18	Washington	45,437	52,892	97.5%
19	Minnesota	45,010 a.	52,311	96.6%
20	Virginia	43,936	95,365	94.3%
21	Colorado	43,318	44,904	93.0%
22	Nevada	43,211	20,015	92.7%
23	North Carolina	43,211 a.	87,947	92.7%
24	Vermont	43,009 a.	8,693	92.3%
25	New Hampshire	42,689	15,110	91.6%
26	Arizona	42,324 c.	47,396	90.8%
27	Wisconsin	41,687	59,405	89.5%
28	South Carolina	41,162	45,830	88.3%
29	Florida	40,598	165,607	87.1%
30	Texas	40,476	289,481	86.9%
31	Tennessee	40,318 a.	58,577	86.5%
32	Idaho	40,111	16,374	86.1%
33	Maine	39,864	17,153	85.6%
34	Kentucky	39,831	41,053	85.5%
35	Nebraska	39,635	20,784	85.1%
36	Wyoming	39,537	6,503	84.8%
37	Arkansas	39,226 a.	31,662	84.2%
38	Utah	38,976	21,660	83.6%
39	Kansas	38,622	35,430	82.9%
40	West Virginia	38,496	20,287	82.6%
41	New Mexico	38,469	21,224	82.6%
42	Iowa	38,381	34,754	82.4%
43	Alabama	38,282	45,920	82.2%
44	Missouri	38,247	65,003	82.1%
45	Montana	37,184	10,330	79.8%
46	Louisiana	37,123	50,495	79.7%
47	Mississippi	36,217	31,611	77.7%
48	North Dakota	35,411	8,720	76.0%
49	Oklahoma	35,061 e.f.	39,218	75.2%
50	South Dakota	33,236	9,031	71.3%
U.S. Average 2003-04		\$46,597		
U.S. Average 2002-03		\$45,578		
Change in Current Dollars		\$1,019		
Percent Change		2.2%		
	American Samoa	\$17,000	1,020	
	Guam	34,326 a.f.	2,093	
	District of Columbia	62,909	5,704	
	Puerto Rico	24,700	n/a	
	Virgin Islands	n/a	n/a	

* Full-time equivalent.

a. includes extra-duty pay; b. median; c. AFT estimate; d. 2002-03 data; e. includes employer pick-up of employee pension contributions where applicable; f. includes fringe benefits such as healthcare where applicable.

Source: American Federation of Teachers, annual survey of state departments of education.

**Table II-2: Average and Beginning Teacher Salary in 2003-04
Ranked by Average Salary Within Region**

State	Average Salary	Beginning Salary	State	Average Salary	Beginning Salary
NEW ENGLAND			SOUTHEAST		
Connecticut	\$ 56,516	\$ 34,462	Georgia	\$ 45,848	\$ 35,116
Rhode Island	\$ 54,809	\$ 32,902	Virginia	\$ 43,936	\$ 32,437
Massachusetts	\$ 53,274	\$ 34,041	North Carolina	\$ 43,211	\$ 27,572
Vermont	\$ 43,009	\$ 25,819	South Carolina	\$ 41,162	\$ 27,883
New Hampshire	\$ 42,689	\$ 27,367	Florida	\$ 40,598	\$ 30,969
Maine	\$ 39,864	\$ 25,901	Tennessee	\$ 40,318	\$ 30,449
			Kentucky	\$ 39,831	\$ 28,416
MID-ATLANTIC			Arkansas	\$ 39,226	\$ 26,129
New York	\$ 55,181	\$ 36,400	West Virginia	\$ 38,496	\$ 26,692
New Jersey	\$ 53,663	\$ 37,061	Alabama	\$ 38,282	\$ 30,973
Pennsylvania	\$ 52,640	\$ 34,140	Louisiana	\$ 37,123	\$ 29,655
Delaware	\$ 51,122	\$ 34,566	Mississippi	\$ 36,217	\$ 28,106
Maryland	\$ 50,303	\$ 33,760			
GREAT LAKES			ROCKY MOUNTAINS		
Michigan	\$ 54,474	\$ 34,377	Colorado	\$ 43,318	\$ 31,296
Illinois	\$ 53,820	\$ 35,114	Idaho	\$ 40,111	\$ 25,908
Ohio	\$ 47,791	\$ 28,692	Wyoming	\$ 39,537	\$ 28,900
Indiana	\$ 45,791	\$ 29,784	Utah	\$ 38,976	\$ 26,130
Minnesota	\$ 45,010	\$ 30,772	Montana	\$ 37,184	\$ 24,032
Wisconsin	\$ 41,687	\$ 23,952	FAR WEST		
PLAINS			California	\$ 56,444	\$ 35,135
Nebraska	\$ 39,635	\$ 28,527	Alaska	\$ 51,136	\$ 40,027
Kansas	\$ 38,622	\$ 28,530	Oregon	\$ 47,829	\$ 33,396
Iowa	\$ 38,381	\$ 26,967	Hawaii	\$ 45,456	\$ 37,615
Missouri	\$ 38,247	\$ 28,938	Washington	\$ 45,437	\$ 30,159
North Dakota	\$ 35,411	\$ 24,108	Nevada	\$ 43,211	\$ 27,942
South Dakota	\$ 33,236	\$ 25,504			
SOUTHWEST					
Arizona	\$ 42,324	\$ 28,236			
Texas	\$ 40,476	\$ 32,741			
New Mexico	\$ 38,469	\$ 31,920			
Oklahoma	\$ 35,061	\$ 29,473			
U.S. AVERAGE				\$ 46,597	\$ 31,704

Source: American Federation of Teachers, annual survey of state departments of education.

Table II-3: Trends in the Average Teacher Salary, 2000-01 to 2003-04

State	Average Salary						Percentage Change		
	2001-02	Rank	2002-03	Rank	2003-04	Rank	2001-02	2002-03	2001-02
							to	to	to
							2002-03	2003-04	2003-04
Connecticut	\$ 52,376	3	\$ 53,962	2	\$ 56,516	1	3.0%	4.7%	7.9%
California	54,348	1	55,673	1 *	56,444	2	2.4%	1.4%	3.9%
New York	51,020	5	53,017	4	55,181	3	3.9%	4.1%	8.2%
Rhode Island	51,619	4	52,879	5	54,809	4	2.4%	3.7%	6.2%
Michigan	52,428	2 *	53,178	3 *	54,474	5	1.4%	2.4%	3.9%
Illinois	49,679	8	51,496	8	53,820	6	3.7%	4.5%	8.3%
New Jersey	50,115	7	52,243	6 *	53,663	7	4.2%	2.7%	7.1%
Massachusetts	48,732	11	51,803	7 *	53,274	8	6.3%	2.8%	9.3%
Pennsylvania	50,599	6	51,425	9	52,640	9	1.6%	2.4%	4.0%
Alaska	49,028	9	49,694	11	51,136	10	1.4%	2.9%	4.3%
Delaware	49,011	10	50,441	10 *	51,122	11	2.9%	1.4%	4.3%
Maryland	48,251	12	49,679	12 *	50,303	12	3.0%	1.3%	4.3%
Oregon	46,033	13	47,463	13	47,829	13	3.1%	0.8%	3.9%
Ohio	44,266	17	45,515	15	47,791	14	2.8%	5.0%	8.0%
Georgia	43,933	18	45,537	14 *	45,848	15	3.7%	0.7%	4.4%
Indiana	44,609	15	44,966	16	45,791	16	0.8%	1.8%	2.6%
Hawaii	44,306	16	42,768	19	45,456	17	-3.5%	6.3%	2.6%
Washington	43,470	19	44,961	17	45,437	18	3.4%	1.1%	4.5%
Minnesota	42,175	20	44,745	18	45,010	19	6.1%	0.6%	6.7%
Virginia	41,752	22	42,677	21 *	43,936	20	2.2%	3.0%	5.2%
Colorado	40,659	24	42,679	20	43,318	21	5.0%	1.5%	6.5%
Nevada	44,621	14	41,795	25	43,211	22	-6.3%	3.4%	-3.2%
North Carolina	42,118	21	42,411	23	43,211	23	0.7%	1.9%	2.6%
Vermont	39,771	27	41,463	27 *	43,009	24	4.3%	3.7%	8.1%
New Hampshire	39,915	26	41,909	24	42,689	25	5.0%	1.9%	6.9%
Arizona	41,116	32 *	42,529	22 *	42,324	26	3.4%	-0.5%	2.9%
Wisconsin	41,056	23	41,617	26	41,687	27	1.4%	0.2%	1.5%
South Carolina	39,923	25	40,362	28	41,162	28	1.1%	2.0%	3.1%
Florida	39,275	28	40,275	29 *	40,598	29	2.5%	0.8%	3.4%
Texas	39,230	29	39,972	30	40,476	30	1.9%	1.3%	3.2%
Tennessee	38,515	31	39,186	32	40,318	31	1.7%	2.9%	4.7%
Idaho	39,194	30	39,784	31	40,111	32	1.5%	0.8%	2.3%
Maine	37,300	37	38,518	34	39,864	33	3.3%	3.5%	6.9%
Kentucky	37,457	35 *	38,485	36 *	39,831	34	2.7%	3.5%	6.3%
Nebraska	36,236	43	37,896	40	39,635	35	4.6%	4.6%	9.4%
Wyoming	37,853	36	38,838	33 *	39,537	36	2.6%	1.8%	4.4%
Arkansas	36,026	45	37,536	42	39,226	37	4.2%	4.5%	8.9%
Utah	38,153	34	38,268	37	38,976	38	0.3%	1.9%	2.2%
Kansas	37,059	39	38,030	38	38,622	39	2.6%	1.6%	4.2%
West Virginia	36,775	40	38,497	35	38,496	40	4.7%	0.0%	4.7%
New Mexico	36,716	41	36,805	44 *	38,469	41	0.2%	4.5%	4.8%
Iowa	37,243	33 *	38,000	39	38,381	42	2.0%	1.0%	3.1%
Alabama	37,206	38	37,238	43 *	38,282	43	0.1%	2.8%	2.9%
Missouri	36,053	44	37,640	41 *	38,247	44	4.4%	1.6%	6.1%
Montana	34,379	46	35,754	46	37,184	45	4.0%	4.0%	8.2%
Louisiana	36,328	42	36,365	45 *	37,123	46	0.1%	2.1%	2.2%
Mississippi	33,295	47	35,135	47	36,217	47	5.5%	3.1%	8.8%
North Dakota	32,468	49	33,869	49	35,411	48	4.3%	4.6%	9.1%
Oklahoma	32,870	48	34,877	48 *	35,061	49	6.1%	0.5%	6.7%
South Dakota	31,383	50	32,416	50 *	33,236	50	3.3%	2.5%	5.9%
U.S. Average	\$ 44,367 *		\$ 45,578		\$ 46,597		2.7%	2.2%	5.0%
American Samoa	n/a		n/a		\$ 17,000		n/a	n/a	n/a
District of Columbia	\$ 51,796 *		\$ 57,217 *		62,909		10.5%	9.9%	21.5%
Guam	35,038		34,738		34,326		-0.9%	-1.2%	-2.0%
Puerto Rico	22,164		22,164		24,700		0.0%	11.4%	11.4%
Virgin Islands	34,764		34,764		n/a		n/a	n/a	n/a

* The 2002-03 salary numbers have in some instances been revised by state education agencies and thus differ from the reporting in the AFT Survey and Analysis of Teacher Salary Trends 2003.

Source: American Federation of Teachers, annual survey of state departments of education.

Table II-4: Average Teacher Salaries for 1993-94 and 2003-04
Ranked by Percent Change Since 1993-94 (not adjusted for inflation)

State	Average Salary		Rank		Percent of U.S. Average		Change from	Rank
	1993-94	2003-04	1993-94	2003-04	1993-94	2003-04	1993-94	
Georgia	\$ 29,214	\$ 45,848	40	15	76%	98%	56.9%	1
North Carolina	29,727	43,211	37	23	77%	93%	45.4%	2
Idaho	27,756	40,111	46	32	72%	86%	44.5%	3
Mississippi	25,153	36,217	51	47	65%	78%	44.0%	4
Louisiana	26,243	37,123	48	46	68%	80%	41.5%	5
South Carolina	29,414	41,162	39	28	76%	88%	39.9%	6
Rhode Island	39,261	54,809	11	4	102%	118%	39.6%	7
Utah	28,056	38,976	44	38	73%	84%	38.9%	8
California	40,636	56,444	8	2	106%	121%	38.9%	9
North Dakota	25,506	35,411	49	48	66%	76%	38.8%	10
Arkansas	28,312	39,226	42	37	74%	84%	38.6%	11
New Mexico	27,922	38,469	45	41	73%	83%	37.8%	12
Massachusetts	38,960	53,274	12	8	101%	114%	36.7%	13
Illinois	39,416	53,820	10	6	102%	116%	36.5%	14
Nebraska	29,564	39,635	38	35	77%	85%	34.1%	15
Alabama	28,659	38,282	41	43	74%	82%	33.6%	16
Ohio	35,912	47,791	19	14	93%	103%	33.1%	17
Arizona	31,825	42,324	27	26	83%	91%	33.0%	18
Texas	30,519	40,476	34	30	79%	87%	32.6%	19
Tennessee	30,514	40,318	35	31	79%	87%	32.1%	20
Montana	28,200	37,184	43	45	73%	80%	31.9%	21
South Dakota	25,259	33,236	50	50	66%	71%	31.6%	22
Virginia	33,472	43,936	25	20	87%	94%	31.3%	23
Maine	30,996	39,864	30	33	80%	86%	28.6%	24
Indiana	35,741	45,791	21	16	93%	98%	28.1%	25
Colorado	33,826	43,318	24	21	88%	93%	28.1%	26
Wyoming	30,954	39,537	31	36	80%	85%	27.7%	27
Maryland	39,475	50,303	9	12	102%	108%	27.4%	28
Oregon	37,589	47,829	13	13	98%	103%	27.2%	29
Florida	31,944	40,598	26	29	83%	87%	27.1%	30
Oklahoma	27,612	35,061	47	49	72%	75%	27.0%	31
Washington	35,860	45,437	20	18	93%	98%	26.7%	32
Missouri	30,324	38,247	36	44	79%	82%	26.1%	33
West Virginia	30,549	38,496	33	40	79%	83%	26.0%	34
Kentucky	31,639	39,831	29	34	82%	85%	25.9%	35
New Hampshire	34,121	42,689	23	25	89%	92%	25.1%	36
Iowa	30,760	38,381	32	42	80%	82%	24.8%	37
Vermont	34,517	43,009	22	24	90%	92%	24.6%	38
Minnesota	36,146	45,010	18	19	94%	97%	24.5%	39
Hawaii	36,564	45,456	17	17	95%	98%	24.3%	40
Pennsylvania	42,411	52,640	7	9	110%	113%	24.1%	41
Kansas	31,700	38,622	28	39	82%	83%	21.8%	42
New York	45,772	55,181	3	3	119%	118%	20.6%	43
Michigan	45,218	54,474	5	5	117%	117%	20.5%	44
Delaware	43,014	51,122	6	11	112%	110%	18.8%	45
New Jersey	45,582	53,663	4	7	118%	115%	17.7%	46
Nevada	37,181	43,211	15	22	97%	93%	16.2%	47
Wisconsin	36,644	41,687	16	27	95%	89%	13.8%	48
Connecticut	50,389	56,516	1	1	131%	121%	12.2%	49
Alaska	47,902	51,136	2	10	124%	110%	6.8%	50
U.S. Average	\$ 35,813	\$ 46,597			100%	100%	30.1%	

Source: American Federation of Teachers, annual survey of state departments of education.

**Table II-5: Average Salary of Teachers in 2003-04
Compared to Annual Earnings in the Private Sector, 2003**

State	Average Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	Rank	
				2001-02	2003-04
Rhode Island	\$ 54,809	\$ 34,865	1.57	1	1
Montana	37,184	25,659	1.45	5	2
Pennsylvania	52,640	36,483	1.44	3	3
Hawaii	45,456	31,974	1.42	2	4
Idaho	40,111	28,272	1.42	4	5
Oregon	47,829	33,819	1.41	6	6
Alaska	51,136	36,504	1.40	8	7
Ohio	47,791	34,607	1.38	14	8
Michigan	54,474	39,484	1.38	9	9
Arkansas	39,226	28,494	1.38	16	10
Indiana	45,791	33,395	1.37	7	11
Vermont	43,009	31,572	1.36	17	12
South Carolina	41,162	30,241	1.36	10	13
West Virginia	38,496	28,359	1.36	15	14
Wyoming	39,537	29,148	1.36	12	15
California	56,444	41,864	1.35	19	16
Mississippi	36,217	27,138	1.33	24	17
New Mexico	38,469	28,941	1.33	18	18
Illinois	53,820	40,574	1.33	30	19
Nebraska	39,635	29,924	1.32	25	20
Maine	39,864	30,229	1.32	22	21
North Dakota	35,411	27,197	1.30	27	22
North Carolina	43,211	33,313	1.30	20	23
Maryland	50,303	39,155	1.28	23	24
Utah	38,976	30,522	1.28	26	25
Iowa	38,381	30,220	1.27	13	26
Wisconsin	41,687	32,998	1.26	21	27
Nevada	43,211	34,320	1.26	11	28
Kentucky	39,831	31,658	1.26	29	29
Delaware	51,122	40,884	1.25	31	30
Georgia	45,848	36,863	1.24	35	31
South Dakota	33,236	26,751	1.24	33	32
Florida	40,598	32,915	1.23	32	33
Arizona	42,324	34,602	1.22	40	34
Kansas	38,622	31,794	1.21	37	35
Alabama	38,282	31,567	1.21	28	36
Louisiana	37,123	30,615	1.21	34	37
Tennessee	40,318	33,495	1.20	36	38
Oklahoma	35,061	29,264	1.20	38	39
Washington	45,437	38,673	1.17	39	40
New Jersey	53,663	45,981	1.17	43	41
Minnesota	45,010	38,693	1.16	41	42
Connecticut	56,516	48,935	1.15	46	43
New York	55,181	47,902	1.15	47	44
Virginia	43,936	38,142	1.15	42	45
Massachusetts	53,274	46,569	1.14	48	46
New Hampshire	42,689	37,685	1.13	44	47
Missouri	38,247	33,944	1.13	45	48
Colorado	43,318	38,891	1.11	50	49
Texas	40,476	37,442	1.08	49	50
U.S. Average	\$ 46,597	\$ 37,765	1.23		

Source: American Federation of Teachers, annual survey of state departments of education.

**Table II-6: Trends in Average Salary of Teachers
Compared to Annual Earnings in the Private Sector, 1993-94 and 2003-04**

State	2003-04 Average Teacher Salary	2004 Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	1993-94 Average Teacher Salary 2004 Dollars	1994 Private Sector Earnings 2004 Dollars	Pay Ratio Teachers To Private Sector	Real Pay Ratio 1993 to 2003
Alaska	\$ 51,136	\$ 37,692	1.36	\$ 61,057	\$ 38,675	1.58	10.09
Idaho	40,111	29,426	1.36	35,379	27,598	1.28	2.59
Louisiana	37,123	31,671	1.17	33,450	29,664	1.13	1.83
Mississippi	36,217	28,027	1.29	32,061	25,621	1.25	1.73
Georgia	45,848	38,234	1.20	37,237	32,418	1.15	1.48
South Carolina	41,162	31,297	1.32	37,492	28,208	1.33	1.19
North Carolina	43,211	34,632	1.25	37,891	29,538	1.28	1.04
Utah	38,976	31,588	1.23	35,761	28,448	1.26	1.02
Rhode Island	54,809	35,959	1.52	50,043	31,214	1.60	1.00
New Mexico	38,469	30,076	1.28	35,590	27,169	1.31	0.99
Arkansas	39,226	29,791	1.32	36,087	26,056	1.38	0.84
North Dakota	35,411	28,593	1.24	32,511	24,646	1.32	0.73
West Virginia	38,496	28,359	1.36	38,939	28,962	1.34	0.73
Ohio	47,791	35,929	1.33	45,774	33,004	1.39	0.69
California	56,444	44,021	1.28	51,796	37,101	1.40	0.67
Illinois	53,820	42,321	1.27	50,241	36,850	1.36	0.65
Montana	37,184	26,608	1.40	35,945	24,523	1.47	0.59
Alabama	38,282	32,816	1.17	36,530	29,345	1.24	0.50
Delaware	51,122	42,351	1.21	47,759	35,371	1.35	0.48
Nebraska	39,635	31,053	1.28	37,683	26,951	1.40	0.48
Massachusetts	53,274	49,218	1.08	49,660	39,213	1.27	0.36
Tennessee	40,318	34,866	1.16	38,894	30,386	1.28	0.32
Arizona	42,324	36,211	1.17	40,565	30,568	1.33	0.31
Texas	40,476	39,109	1.03	38,900	33,312	1.17	0.27
South Dakota	33,236	27,793	1.20	32,196	23,653	1.36	0.25
Virginia	43,936	38,142	1.15	42,664	32,131	1.33	0.21
Maine	39,864	31,402	1.27	39,508	27,835	1.42	0.10
Indiana	45,791	34,724	1.32	45,557	31,646	1.44	0.08
Wyoming	39,537	29,148	1.36	39,455	27,476	1.44	0.05
Colorado	43,318	40,217	1.08	43,116	33,119	1.30	0.03
Maryland	50,303	41,021	1.23	50,316	34,699	1.45	0.00
Oregon	47,829	35,020	1.37	47,912	30,664	1.56	-0.02
Florida	40,598	34,421	1.18	40,717	29,858	1.36	-0.03
Washington	45,437	38,673	1.17	45,708	32,656	1.40	-0.05
Oklahoma	35,061	30,451	1.15	35,195	27,979	1.26	-0.05
Missouri	38,247	35,035	1.09	38,652	31,366	1.23	-0.11
New Hampshire	42,689	39,545	1.08	43,492	32,272	1.35	-0.11
Kentucky	39,831	32,902	1.21	40,328	28,559	1.41	-0.11
Minnesota	45,010	40,580	1.11	46,073	33,231	1.39	-0.14
Iowa	38,381	31,670	1.21	39,208	27,713	1.41	-0.21
Vermont	43,009	32,720	1.31	43,996	28,711	1.53	-0.25
Pennsylvania	52,640	38,055	1.38	54,058	33,637	1.61	-0.32
New York	55,181	50,768	1.09	58,342	42,274	1.38	-0.37
Kansas	38,622	33,011	1.17	40,406	29,101	1.39	-0.46
New Jersey	53,663	47,608	1.13	58,100	41,759	1.39	-0.76
Connecticut	56,516	51,614	1.09	64,227	42,691	1.50	-0.86
Nevada	43,211	36,110	1.20	47,392	31,734	1.49	-0.96
Michigan	54,474	40,404	1.35	57,636	37,426	1.54	-1.06
Hawaii	45,456	33,584	1.35	46,606	32,693	1.43	-1.29
Wisconsin	41,687	32,998	1.26	46,708	30,330	1.54	-1.88
U.S. Average	\$46,597	39,127	1.19	\$ 45,586	\$ 33,592	1.36	0.18

Note: The results for Alaska and West Virginia need to be interpreted with care. In each state both teachers and private sector workers have suffered losses of real income. A pay ratio of 10.09 in Alaska means that for every dollar lost in real private sector earnings teachers lost \$10.09.

Source: American Federation of Teachers, annual survey of state departments of education. Bureau of Labor Statistics Census of Employment and Wages. <http://www.bls.gov/cew/home.htm> Preliminary 2004 Private sector salary data accessed September 12, 2005.

Appendix III. Beginning Teacher Salaries

This section presents beginning teacher salary data for the 50 states. The data come largely from the AFT annual survey of state departments of education. The tables also include data on the economic and demographic trends that affect the supply and demand for new teachers.

Highlights

- The average beginning teacher salary in 2003-04 was \$31,704, an increase of 1.1 percent from the previous year, compared to the 2.2 percent average salary increase for all teachers. See Table III-1.
- Some states substantially improved beginning teacher salaries in 2003-04. New Mexico, following the reinstitution of collective bargaining and the passage of a referendum to increase revenues, saw a 14 percent increase in beginning teacher salaries. Mississippi had a 10 percent increase. Hawaii and Alaska had increases of more than 6 percent. See Table III-1.
- However, there was more bad news than good. Five states had nominal declines in average beginning teacher salaries, meaning that the dollar amount of the average salary was lower in 2003-04 than in 2002-03. Twenty-five states had real declines, meaning that the change in salary was less than the inflation rate. See Table III-1.
- Alaska once again reported the highest salary for beginning teachers, \$40,027. Wisconsin reported the lowest, \$23,952. See Table III-1.
- Twenty-four states reported starting salaries that are above \$30,000, while only three states reported an average beginning teacher salary under \$25,000. See Table III-1.
- Nationally, beginning teacher salaries were worth 68 percent of the average teacher salary. Six states—Alabama, Hawaii, Louisiana, New Mexico, Oklahoma and Texas—had beginning teacher salaries that were worth at least 80 percent of the state’s average teacher salary. Ten states, including California, had beginning teacher salaries below 65 percent of the state average. See Table III-1.
- On average, starting teacher salaries were 84 percent of private sector earnings in 2003-04. But in Alaska, Hawaii, Mississippi, New Mexico and Oklahoma, average starting salaries were higher than average private sector earnings. In Connecticut, Massachusetts, New Hampshire and Wisconsin, average earnings were less than 75 percent of average private sector earnings. See Table III-2.

- In 1993-94, starting teacher salaries were equal to 88 percent of average private sector compensation. In the following decade, for every new real dollar in private sector compensation, beginning teacher salaries rose only 38 cents. In 11 states starting salaries increased by \$1 or more for every increase in private sector compensation. See Table III-2.
- The plans of college freshmen to become teachers is a common measure of the relative attractiveness of the profession as well as job availability. Throughout most of the 1990s, the percentage of college freshmen planning teaching careers hovered near 10 percent, down from the 1960s and early 1970s when more than 20 percent of college freshmen planned to pursue teaching careers. In 2000, plans to teach (11.2 percent) reached the highest levels in three decades. Since then, the percentage of freshmen with plans to teach has declined each year, reaching a new low of 9.7 percent in 2003 and 2004. See Table III-3.
- In 2004, the average salary offered to a college graduate, who was not an education major, was 28 percent higher than the average beginning teacher salary. In 1994, the average offer was 26 percent higher than the average beginning teacher salary. See Table III-4.

Technical Notes

AFT Estimates. When a state is unable to provide data on average teacher salaries, the AFT makes an estimate. This estimate is made using information provided by state education agencies, local union affiliates, or data on changes in salary schedules from the state's largest school districts as detailed by the U.S. Department of Defense as well as information on teacher pay from the Occupational Employment Statistics Survey of the Bureau of Labor Statistics.

Job Offers for College Graduates. These data come from the National Association of Colleges and Employers Salary Survey, which examines job offers made to graduates of member colleges. Data for job offers to non-education majors from September of each year are used. September 2002 data were unavailable, therefore July 2002 data were substituted.

Table III-1: Actual Average Beginning Teacher Salaries, 2002-03 and 2003-04

Rank	State	2003-04 Beginning Teacher Salary	2002-03 Beginning Teacher Salary	2003-04 Average Teacher Salary	Beginning Salary as Percentage of Average
1	Alaska	\$ 40,027	\$ 37,401	\$ 51,136	78%
2	Hawaii	37,615	34,549	45,456 a.e.	83%
3	New Jersey	37,061 c.	35,673 c.	53,663	69%
4	New York	36,400	35,259	55,181 b.	66%
5	California	35,135	34,805	56,444 a.	62%
6	Georgia	35,116	33,919	45,848	77%
7	Illinois	35,114	34,522	53,820 a.d.	65%
8	Delaware	34,566	33,811	51,122	68%
9	Connecticut	34,462	33,270	56,516	61%
10	Michigan	34,377 c.	33,596	54,474 c.	63%
11	Pennsylvania	34,140	32,897	52,640	65%
12	Massachusetts	34,041 c.	33,168 c.	53,274	64%
13	Maryland	33,760	32,939	50,303	67%
14	Oregon	33,396	32,804	47,829	70%
15	Rhode Island	32,902 c.	31,025 c.	54,809 c.	60%
16	Texas	32,741	31,874	40,476 a.	81%
17	Virginia	32,437 c.	31,414 c.	43,936	74%
18	New Mexico	31,920	28,120	38,469	83%
19	Colorado	31,296	32,063	43,318	72%
20	Alabama	30,973	30,927	38,282	81%
21	Minnesota	30,772	30,587	45,010 a.	68%
22	Florida	30,696	30,491	40,598	76%
23	Tennessee	30,449	29,275	40,318	76%
24	Washington	30,159	29,118	45,437	66%
25	Indiana	29,784	29,213	45,791	65%
26	Louisiana	29,655	28,812	37,123	80%
27	Oklahoma	29,473	29,451	35,061 d.e.	84%
28	Missouri	28,938	28,102	38,247	76%
29	Wyoming	28,900	27,596	39,537 a.	73%
30	Ohio	28,692	27,688	47,791	60%
31	Kansas	28,530	26,855	38,622	74%
32	Nebraska	28,527	27,127	39,635	72%
33	Kentucky	28,416	27,331	39,831	71%
34	Arizona	28,236	28,916	42,324	67%
35	Mississippi	28,106	25,347	36,217	78%
36	Nevada	27,942	27,434	43,211	65%
37	South Carolina	27,883	27,668	41,162	68%
38	North Carolina	27,572	27,572	43,211 a.	64%
39	New Hampshire	27,367	26,479	42,689	64%
40	Iowa	26,967	26,893	38,381	70%
41	West Virginia	26,692	26,692	38,496	69%
42	Utah	26,130 c.	26,534 c.	38,976	67%
43	Arkansas	26,129	25,459 c.	39,226	67%
44	Idaho	25,908	26,091	40,111	65%
45	Maine	25,901	24,631	39,864	65%
46	Vermont	25,819 c.	25,240 c.	43,009 a.	60%
47	South Dakota	25,504	24,311	33,236	77%
48	North Dakota	24,108	23,591	35,411	68%
49	Montana	24,032	23,088	37,184	65%
50	Wisconsin	23,952	27,277	41,687	57%
U.S. Average		\$ 31,704	\$ 31,351	\$ 46,597	68%
	American Samoa	\$ 9,272	\$ 8,215	\$ 17,000	n/a
	Guam	28,410	28,789	34,326	n/a
	District of Columbia	38,566	40,085	62,909	n/a
	Puerto Rico	18,000	18,000	24,700	n/a
	Virgin Islands	26,563	n/a	n/a	n/a

a. includes extra-duty pay; b. median; c. AFT estimate; d. includes employer pick-up of employee pension contributions where applicable; e. includes fringe benefits such as healthcare where applicable.

Sources: National Occupational Employment and Wage Estimates, U.S. Department of Labor, Bureau of Labor Statistics, November 2003, May 2003. Civilian Personnel Management Service, Wage and Salary Division of the U.S. Department of Defense, List of School District Minimums, Maximums and Steps, Arlington, Va. May 2002. American Federation of Teachers, annual survey of state departments of education.

**Table III-2: Trends in Beginning Salary of Teachers
Compared to Annual Earnings in the Private Sector, 1993-94 to 2003-04**

State	2003-04 Beginning Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	1993-94 Beginning Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	Real Pay Ratio 1993-04 to 2003-04
Alabama	\$30,973	\$31,567	0.98	\$23,197	\$22,958	1.01	0.90
Alaska	40,027	36,504	1.10	31,395	33,395	0.94	2.78
Arizona	28,236	34,602	0.82	21,825	23,075	0.95	0.56
Arkansas	26,129	28,494	0.92	19,694	20,259	0.97	0.78
California	35,135	41,864	0.84	25,500	28,912	0.88	0.74
Colorado	31,296	38,891	0.80	20,091	26,043	0.77	0.87
Connecticut	34,462	48,935	0.70	28,052	34,206	0.82	0.44
Delaware	34,566	40,884	0.85	22,987	28,586	0.80	0.94
Florida	30,969	32,915	0.94	23,171	22,978	1.01	0.78
Georgia	35,116	36,863	0.95	22,249	25,107	0.89	1.09
Hawaii	37,615	31,974	1.18	25,268	24,770	1.02	1.71
Idaho	25,908	28,272	0.92	18,322	20,564	0.89	0.98
Illinois	35,114	40,574	0.87	25,188	28,249	0.89	0.81
Indiana	29,784	33,395	0.89	22,057	24,075	0.92	0.83
Iowa	26,967	30,220	0.89	20,709	21,066	0.98	0.68
Kansas	28,530	31,794	0.90	20,948	22,175	0.94	0.79
Kentucky	28,416	31,658	0.90	21,257	21,939	0.97	0.74
Louisiana	29,655	30,615	0.97	18,195	23,455	0.78	1.60
Maine	25,901	30,229	0.86	19,882	21,572	0.92	0.70
Maryland	33,760	39,155	0.86	25,521	26,400	0.97	0.65
Massachusetts	34,041	46,569	0.73	23,000	29,951	0.77	0.66
Michigan	34,377	39,484	0.87	24,400	28,944	0.84	0.95
Minnesota	30,772	38,693	0.80	23,067	25,684	0.90	0.59
Mississippi	28,106	27,138	1.04	18,425	19,662	0.94	1.29
Missouri	28,938	33,944	0.85	21,038	24,165	0.87	0.81
Montana	24,032	25,659	0.94	18,750	18,875	0.99	0.78
Nebraska	28,527	29,924	0.95	20,237	20,790	0.97	0.91
Nevada	27,942	34,320	0.81	24,155	24,636	0.98	0.39
New Hampshire	27,367	37,685	0.73	22,400	25,237	0.89	0.40
New Jersey	37,061	45,981	0.81	29,346	32,780	0.90	0.58
New Mexico	31,920	28,941	1.10	22,057	21,044	1.05	1.25
New York	36,400	47,902	0.76	26,903	32,957	0.82	0.64
North Carolina	27,572	33,313	0.83	20,020	22,550	0.89	0.70
North Dakota	24,108	27,197	0.89	17,453	19,282	0.91	0.84
Ohio	28,692	34,607	0.83	19,561	25,527	0.77	1.01
Oklahoma	29,473	29,264	1.01	22,264	21,559	1.03	0.94
Oregon	33,396	33,819	0.99	23,186	23,048	1.01	0.95
Pennsylvania	34,140	36,483	0.94	28,231	26,099	1.08	0.57
Rhode Island	32,902	34,865	0.94	23,365	23,812	0.98	0.86
South Carolina	27,883	30,241	0.92	20,562	21,485	0.96	0.84
South Dakota	25,504	26,751	0.95	18,913	17,291	1.09	0.70
Tennessee	30,449	33,495	0.91	19,625	22,986	0.85	1.03
Texas	32,741	37,442	0.87	21,931	25,444	0.86	0.90
Utah	26,130	30,522	0.86	18,787	21,889	0.86	0.85
Vermont	25,819	31,572	0.82	22,982	21,456	1.07	0.28
Virginia	32,437	38,142	0.85	23,273	25,067	0.93	0.70
Washington	30,159	38,673	0.78	21,612	23,909	0.90	0.58
West Virginia	26,692	28,359	0.94	21,450	23,108	0.93	1.00
Wisconsin	23,952	32,998	0.73	23,677	22,989	1.03	0.03
Wyoming	28,900	29,148	0.99	20,416	20,814	0.98	1.02
U.S. Average	\$31,704	\$37,765	0.84	\$23,231	\$25,553	0.91	0.69

Source: American Federation of Teachers, annual survey of state departments of education. Bureau of Labor Statistics Census of Employment and Wages. <http://www.bls.gov/cew/home.htm> Preliminary 2004 Private sector salary data accessed September 12, 2005.

Table III-3: Plans of College Freshmen To Teach

	Planning High School Teaching Career	Planning Elementary Teaching Career	Total Planning Career in Teaching
2004	4.6%	5.1%	9.7%
2003	4.4%	5.3%	9.7%
2002	4.6%	5.7%	10.3%
2001	4.6%	5.5%	10.1%
2000	4.9%	6.3%	11.2%
1999	4.5%	6.3%	10.8%
1998	4.7%	6.2%	10.9%
1997	4.6%	5.7%	10.3%
1996	4.5%	5.6%	10.1%
1995	4.4%	5.5%	9.9%
1994	4.5%	5.5%	10.0%
1993	4.4%	5.4%	9.8%
1992	4.5%	5.3%	9.8%
1991	4.6%	5.6%	10.2%
1990	4.4%	5.6%	10.0%
1989	3.9%	4.8%	8.7%
1988	3.7%	4.9%	8.6%
1987	3.8%	4.9%	8.7%
1986	3.7%	4.5%	8.2%
1985	3.1%	3.7%	6.8%
1984	2.7%	3.4%	6.1%
1983	2.5%	3.4%	5.9%
1982	2.3%	3.3%	5.6%
1981	2.6%	4.0%	6.6%
1980	2.8%	4.1%	6.9%
1979	3.4%	4.4%	7.8%
1978	3.4%	4.1%	7.5%
1977	3.9%	4.7%	8.6%
1976	4.7%	5.0%	9.7%
1975	n/a	n/a	n/a
1974	n/a	n/a	n/a
1973	n/a	n/a	n/a
1972	7.8%	6.5%	14.3%
1971	10.2%	7.7%	17.9%
1970	12.9%	8.6%	21.5%
1969	15.0%	9.9%	24.9%
1968	16.1%	9.7%	25.8%
1967	15.9%	9.0%	24.9%
1966	15.2%	8.1%	23.3%

Source: American Freshman: National Norms for Fall 2004, Cooperative Institutional Research Program, Higher Education Research Institute, University of California, Los Angeles, December 2004.

Table III-4: Trends in Beginning Teacher Salaries Compared to Job Offers to College Graduates with Majors Other Than Education, 1994-2004

Year	Beginning Teacher Salary (2004 Dollars)	Offers to Non-education Majors (2004 Dollars)	Offers to Education Majors as a Percentage of Other Offers
2004	\$31,704	\$40,472	78%
2003	32,186	41,109	78%
2002	30,095	43,723	69%
2001	31,738	45,914	69%
2000	30,463	44,089	69%
1999	30,450	42,064	72%
1998	29,793	41,502	72%
1997	29,438	39,031	75%
1996	29,238	37,953	77%
1995	29,744	37,214	80%
1994	29,611	37,278	79%

Sources: National Association of Colleges and Employers. American Federation of Teachers annual survey of state departments of education



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